

CT Framework Standard 1: Reading and Responding

Overarching Idea: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.

Essential Question: *How do we understand what we read?*

1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.

Students will:

CT LA Framework/ CMT Strand	Mansfield Grade 1 Curriculum Objectives	I	T	R	Instructional Focus
a. Use pre-reading activities to activate prior knowledge and establish purpose. (A4)	Activate schema.		X		<ul style="list-style-type: none"> Make predictions about text by looking at the title, cover and author. Tell the purpose for reading a text when the objective is stated by the teacher. Make connections to text based on prior knowledge of the topics.
	Generate questions.	X			
b. Identify points at which understanding breaks down and apply appropriate strategies to develop comprehension. (A4, A5)	Determine if text “makes sense.”		X		<ul style="list-style-type: none"> Notice when simple sentences fail to make sense and reread when the meaning is not clear. Use context clues and pictures to aid in the decoding of new words when visual cues (letters) are not sufficient.
	Clarify for understanding.		X		
c. Organize information in proper sequence to use in a summary and/or retelling. (A3)	Identify story elements.		X		<ul style="list-style-type: none"> Identify story elements, such as character, settings, and problem in a story. Retell familiar grade-appropriate stories with correct sequence of events. Organize information in proper sequence with beginning, middle, and end using a graphic thinking organizer.
	Select main ideas and supporting details.	X			
	Use story maps and/or pictures to retell.		X		
	Retell orally.		X		

1.1 Students use appropriate strategies before, during and after reading in order to construct meaning.

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 1 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
d. Recognize text structures. (B1, B2)	Match graphic organizers to text structure. Identify text structure.		X X		<ul style="list-style-type: none"> Identify title page, table of contents, author and illustrator of books. Recognize the difference between words and sentences. Recognize and use text features, such as a map or graph, to find information. Attend to punctuation during oral reading (i.e. pause at commas and periods, use inflection with question marks, excitement with exclamation marks).
e. Draw conclusions and use evidence to substantiate them by using texts heard, read and viewed. (B2, B3)	Make and revise, or confirm predictions. Draw valid conclusions about author's purpose, and character's feelings. Support conclusions with evidence from text.	X X	X		<ul style="list-style-type: none"> Make and confirm predictions. Use evidence to support conclusions.
f. Make and justify inferences from texts heard, read and viewed. (A2, B3)	Make valid inferences using prior knowledge and text evidence. Support inferences with text evidence and prior knowledge.	X X			<ul style="list-style-type: none"> Make inferences to construct meaning. Share opinions and judgments of texts.

CT Framework Standard 1: Reading and Responding

Overarching Idea: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.

Essential Question: *How do we understand what we read?*

1.2 Students interpret, analyze, and evaluate text in order to extend understanding and appreciation.

Students will:

CT LA Framework/ CMT Strand	Mansfield Grade 1 Curriculum Objectives	I	T	R	Instructional Focus
a. Generate and respond to questions. (A2, A3, C2)	Identify the difference between a statement and a question. Formulate questions. Orally respond to questions with text evidence. Respond in writing to questions with text evidence.		X X X		<ul style="list-style-type: none"> Ask and answer questions about text. Answer questions (who, what, when, where, why, how) about informational texts.
b. Interpret information that is implied in a text. (B3)	Make valid inferences supported by text.		X		<ul style="list-style-type: none"> Create mental imagery about text when prompted by teacher. Make inferences about characters and settings using picture clues, read-alouds, and discussion.
c. Distinguish between fact and opinion. (B1)	Identify a factual statement. Identify an opinion.		X X		

1.2 Students interpret, analyze, and evaluate text in order to extend understanding and appreciation.

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 1 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
d. Make and support judgment about texts heard and read. (B3, D2)	Express and support judgments about text.	X			<ul style="list-style-type: none"> Explain why certain books are enjoyed. Express opinions about a variety of texts.
e. Discuss and respond to texts by making text-to-self, text-to-text, and text-to-world connections. (C1, C2)	Use prior knowledge and relevant information to make meaningful text to self and text to text connections.		X		<ul style="list-style-type: none"> Make connections including text-to-text and text-to-self.
f. Discuss the topic or main idea of text. (A1)	Identify the common topic/theme in fictional text.	X			<ul style="list-style-type: none"> Read non-fiction text to gain specific information (e.g., main idea and details). Identify the main idea or topic of a non-fiction text or lesson learned.
g. Choose a variety of genres to read for personal enjoyment. (C1)	Identify the main idea in non-fiction/informational text. Be exposed to a variety of genres.	X		X	<ul style="list-style-type: none"> Choose a variety of genres representing different perspectives to read for personal enjoyment. Select “just right” books to read independently read based on known criteria (e.g., 5-finger rule, favorite author, etc).

CT Framework Standard 1: Reading and Responding

Overarching Idea: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.

Essential Question: *How do we understand what we read?*

1.3 Students select and apply strategies to facilitate word recognition and to develop vocabulary.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 1 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Apply knowledge of letter-sound correspondence, structural, syntactical and contextual clues to read words. (A5)	<p>Apply phonetic skills to decode unknown words.</p> <p>Apply structural analysis skills to decode unknown words.</p> <p>Monitor and self-correct for accuracy using cuing strategies.</p>		<p>X</p> <p>X</p> <p>X</p>		<ul style="list-style-type: none"> Match oral words to printed words. Identify first, middle, and last sounds in words. Delete, add and substitute letter sounds in initial position to make different words. Identify the number of syllables in spoken words. Blend up to four orally presented phonemes into a correct cvc word. Segment one syllable spoken words into phonemes. Identify upper and lower case letters when shown out of order. Match long and short vowels and consonants to all letters. Know sounds for common letter patterns (e.g., sh, th, ch, oo, ee, ing, ed). Decode words with common letter patterns (e.g., -ake, -ick). Decode regular one-syllable words (e.g., sit, take, need) and nonsense words (e.g., vit, dake, jeed). Decode compound words, contractions, and words with common endings. (e.g., -s, -es, -ed, -ing).

1.3 Students select and apply strategies to facilitate word recognition and to develop vocabulary.

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 1 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
b. Build sight vocabulary. (A5)	Read grade level sight words with automatic recall in isolation and in context.		X		<ul style="list-style-type: none"> Read with automaticity at least 150 grade level sight words. Read unpracticed grade-level text at a rate of 40-60 words per minute.
c. Recognize multiple meaning of words. (A5)	<p>Acquire and discuss the multiple meanings of words found in read alouds and texts read.</p> <p>Understand that words can have multiple meanings.</p>	X			<ul style="list-style-type: none"> Recognize some words have more than one meaning.
d. Develop new vocabulary through listening, speaking, reading and writing. (A5)	Incorporate new vocabulary when communicating orally and in writing.		X		<ul style="list-style-type: none"> Use prior knowledge, context, photos, illustrations and diagrams to predict and confirm word meaning. Classify categories of words (i.e., can tell which of the following are fruits and which are vegetable: oranges, carrots, bananas, peas).
e. Use content vocabulary appropriately and accurately (math, music, science, social studies, etc.). (A5)	<p>Explain meaning of content area vocabulary.</p> <p>Incorporate content area vocabulary when communicating.</p>		X		<ul style="list-style-type: none"> Use content vocabulary orally and in writing (math, music, social studies, etc).

CT Framework Standard 1: Reading and Responding

Overarching Idea: Students read, comprehend and respond in individual, literal, critical and evaluative ways to literary, informational and persuasive texts in both print and multimedia formats.

Essential Question: *How do we understand what we read?*

1.4 Students communicate with others to create interpretations and evaluations of written, oral, and visual texts.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 1 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Listen to and respect the opinions of others about written, oral and visual text. (D2, D3)	Demonstrate active listening skills. Recognize that a single text may elicit a wide variety of responses.		X X		<ul style="list-style-type: none"> ▪ Maintain eye contact, in line with cultural traditions, when listening to others. ▪ Listen for specific answers in order to respond to questions. ▪ Listen to acquire information from a variety of sources. ▪ Listen actively: eyes on speaker; body still and quiet; and mind focused.
b. Share opinions and judgments based on texts heard, viewed or read. (A2, D2, D3)	Evaluate texts. Synthesize information in order to make and share opinions and judgments about text.	X	X		<ul style="list-style-type: none"> ▪ Support, with at least two reasons, a personal opinion or judgment about what is read, heard, or viewed.

CT Framework Standard 2: Exploring and Responding to Literature

Overarching Idea: Students read and respond to classical and contemporary texts from many cultures and literary periods.

Essential Question: *How does literature enrich our lives?*

2.1 Students recognize how literary devices and conventions engage the reader.

Students will:

CT LA Framework/ CMT Strand	Mansfield Grade 1 Curriculum Objectives	I	T	R	Instructional Focus
a. Begin to identify the elements of a genre and interact with the text. (B2)	Recognize there are different types of texts. Differentiate the various genre elements in fiction and non-fiction/informational text.	X	X		<ul style="list-style-type: none"> Begin to identify the elements of a genre to help understand the characteristics of different text (e.g., fairy tales, problem and solution in fictional stories, repetitive phrases of nursery rhymes). Reread books several times to gain fluency. Read aloud familiar grade-level text with accuracy in a manner that sounds like natural speech. Read simple graphs, charts and diagrams.
b. Distinguish between the structures of fiction and nonfiction. (A1, B1)	Recognize that different genre have specific structures. Identify different genre.	X	X		<ul style="list-style-type: none"> Explain how you can tell that a story is real or make-believe. Identify whether text is fiction or non-fiction (i.e. non-fiction: topic, main idea, details; fiction: characters setting, plot and events).
c. Read or listen to a text and explain its appeal. (C1, C2)	State an opinion about a text and articulate reasons by making meaningful text connections and / or personal connections.		X		<ul style="list-style-type: none"> Identify reasons for why particular authors and books are preferred. Identify favorite or most interesting part of the text and explain why. Identify something surprising that happened in a text.
d. Discuss elements of author's craft. (B2)	Discuss elements of author's craft.	X			<ul style="list-style-type: none"> Identify words an author uses to create a picture.

CT Framework Standard 2: Exploring and Responding to Literature

Overarching Idea: Students read and respond to classical and contemporary texts from many cultures and literary periods.

Essential Question: *How does literature enrich our lives?*

2.2 Students explore multiple responses to literature.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 1 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Develop and discuss multiple responses while reading, listening or viewing texts. (A3, D2)	Respond to text through feelings, opinions, and emotions orally or in writing.		X		<ul style="list-style-type: none"> Participate in teacher-led classroom discussions about texts read aloud and shared readings. Write, draw, or orally present literature responses to a variety of texts.
b. Develop a critical stance and cite evidence to support the stance. (B3, C2, D2)	Support judgments using evidence from the text.	X			<ul style="list-style-type: none"> Uses meaning clues (e.g., picture captions, title, cover, headings, story structure, story topic) to aid comprehension and make predictions about content (e.g., action, events, character's behavior).

CT Framework Standard 2: Exploring and Responding to Literature

Overarching Idea: Students read and respond to classical and contemporary texts from many cultures and literary periods.

Essential Question: *How does literature enrich our lives?*

2.3 Students recognize and appreciate that contemporary and classical literature has shaped human thought.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 1 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Make connections between characters' lives and the real world. (C1)	Identify a character's experience and connect this information to self. Identify a character's experience and connect this information to the real world.	X	X		<ul style="list-style-type: none"> Make relevant connections between text and self.
b. Listen to, read and respond to stories about many cultures and times. (A1, D3)	Share observations based on their listening, reading, or viewing of multicultural texts. Listen to and/or read a variety of texts that emphasize values, customs, ethics, and beliefs in order to understand a multi-cultural world.		X X		<ul style="list-style-type: none"> Identify different cultures and traditions described in a story.
c. Compare and respond to stories about multicultural experiences. (C2, D3)	Compare the information from multicultural text to personal experiences, other texts, and the world. (T-S, T-T, T-W)	X			<ul style="list-style-type: none"> Identify different perspectives of family, friendship, culture, tradition, found in stories read aloud.

CT Framework Standard 2: Exploring and Responding to Literature

Overarching Idea: Students read and respond to classical and contemporary texts from many cultures and literary periods.

Essential Question: *How does literature enrich our lives?*

2.4 Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 1 Curriculum Objectives	I	T	R	Instructional Focus
a. Recognize values and beliefs included in a text. (D1, D3)	Read and/or listen to a variety of text that reflects differences in values and beliefs.		X		
b. Discuss how the experiences of an author might influence the text. (D3).	Identify how interests and experiences of the author are reflected in the text. Compare texts written by the same author.		X X		
c. Describe how the experiences of a reader influence the interpretation of a text. (B3, C1)	Identify how the experiences and interests of the reader help to interpret the text.		X		
d. Discuss topics and connections that cross cultures. (D2, D3)	Compare and contrast personal experiences to information from multi-cultural text.		X		<ul style="list-style-type: none"> Make connections to texts based on prior knowledge of the topics.

2.4 Students recognize that readers and authors are influenced by individual, social, cultural, and historical contexts.

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 1 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
e. Begin to discuss the influence of culture, history and ethnicity on themes and issues in literature. (C2, D3)	Begin to discuss the influence of culture, history and ethnicity on themes and issues in literature.	X			
f. Discuss how an author, illustrator or filmmaker expresses his or her ideas in a text. (D1, D3)	Discuss how an author, illustrator or filmmaker expresses his or her ideas in a text.	X			<ul style="list-style-type: none"> ▪ Identify the specific purposes of a text (i.e. to find information, enjoy a story, get a message). ▪ Knows how different elements help to establish plot, setting, and character in visual narratives (e.g., action, dialogue, music, clothing, facial expressions).

CT Framework Standard 3: Communicating with Others

Overarching Idea: Students produce written, oral, and visual texts to express, develop, and substantiate ideas and experiences.

Essential Question: *How do we write, speak, and make presentations effectively?*

3.1 Students use descriptive, narrative, expository, persuasive, and poetic modes.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 1 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Use oral language with clarity and voice to communicate a message. (A4, B3)	Use oral communication skills effectively.		X		<ul style="list-style-type: none"> Ask questions for clarification and understanding. Give, state, and follow simple two-step directions. Stay on topic. Recite short poems, rhymes and songs. Use descriptive words when speaking about familiar people, places, things, and events.
b. Listen to or read a variety of genres to use as models for writing in different modes. (CMT Writing Prompt)	<p>Listen to or read a variety of genre to use as models for writing.</p> <p>Identify the genre and author's purpose.</p>		X X		<ul style="list-style-type: none"> Listen to or read a variety of genres to use as models for writing in different modes. (e.g., poetry, personal narrative, expository).

3.1 Students use descriptive, narrative, expository, persuasive, and poetic modes.

CT LA Framework/ CMT Strand	Mansfield Grade 1 Curriculum Objectives	I	T	R	Instructional Focus
c. Write and tell stories using organizational patterns appropriate to the mode of writing.	<p>Write in various modes.</p> <p>Recognize the connection between various text structures and written expression.</p> <p>Write a well-developed narrative.</p> <p>Write a well-developed response.</p>	X	X		<ul style="list-style-type: none"> ▪ Recount: write friendly letters ▪ Narrative: write personal narratives that include self in a setting engaged in a specific experience (e.g., small moment – catching a fish, opening a present, etc.). ▪ Procedure: explain processes (i.e. making a sandwich). ▪ Explanation: write personal expository pieces that give information about self (e.g., I have a brother. I like pizza). ▪ Poetry: write rhymes. ▪ Written response: begin to write answers to questions in complete sentences.
d. Write to delight in the imagination. (CMT Writing Prompt)	<p>Produce a variety of written work in various modes.</p> <p>Draw upon knowledge to communicate and enrich writing.</p>		X	X	<ul style="list-style-type: none"> ▪ Ideas: write topics and some supporting details. ▪ Organization: write and tell personal narratives, using some organizational patterns, including beginning, middle, and end. ▪ Word choice: use descriptive words (e.g., color words, sensory words, size words) and use and recognize action words (verbs). ▪ Voice: demonstrate “voice” via expressive drawings, color, exclamation points, specific language, etc. ▪ Fluency: write in complete sentences; begin sentences in different ways, and write drafts with more than one sentence on a topic.

CT Framework Standard 3: Communicating with Others

Overarching Idea: Students produce written, oral, and visual texts to express, develop, and substantiate ideas and experiences.

Essential Question: *How do we write, speak, and make presentations effectively?*

3.2 Students prepare, publish and / or present work appropriate to audience, purpose and task.

Students will:

CT LA Framework/ CMT Strand	Mansfield Grade 1 Curriculum Objectives	I	T	R	Instructional Focus
a. Determine purpose, point of view and audience, and choose an appropriate written, oral or visual format.	Recognize different purposes for communicating. Choose a format appropriate to audience, purpose and task.		X		<ul style="list-style-type: none"> Recognize that print conveys meaning. Write for different purposes (i.e. notes, cards and letters, simple stories). Identify the audience and purpose for class generated writing. Write to communicate with family members, friends, teachers.
b. Use strategies to generate and develop ideas for speaking, writing and visual activities. (C2)	Contribute during shared and interactive writing. Generate ideas for speaking, writing and visual activities. Use strategies to generate and develop ideas for a variety of purposes.		X		<ul style="list-style-type: none"> Planning: use brainstorming, sketching, and webbing to generate ideas. Drafting: write from a picture prompt; write from self-selected topics; write a draft that demonstrates main idea; and use letters and phonetically spelled words to write about experiences. Reflecting: confer with teachers to monitor progress, set writing goals, etc.; select pieces for their portfolio and explain why, and respond to the writing of peers by giving a compliment or making a connection.
c. Begin to revise texts to demonstrate organization, elaboration, fluency and clarity.	Begin to revise text (speaking/drawing/writing).		X		<ul style="list-style-type: none"> Revising: revise by adding words at the end of a text or by using a caret.

3.2 Students prepare, publish and / or present work appropriate to audience, purpose and task.

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 1 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
d. Research information from multiple sources for a specific purpose. (C2)	Generate questions for gathering data. Select and organize information from appropriate sources for a specific purpose.	X X			<ul style="list-style-type: none"> Formulate and restate (with age appropriate concepts and vocabulary) an information question related to a topic of interest or assignment, with teacher assistance. When encountering an information task, be able to identify existing knowledge and areas where more information is needed. Be able to use alphabetizing skills (first letter) to locate information, with teacher assistance. Within electronic media, be able to use simple menus to locate information, with teacher assistance. Be able to perform simple information searches (single concept topics, major key words) with teacher assistance. (See <i>Mansfield Information / Technology Curriculum</i>)
f. Publish and/or present final product in a myriad of ways including the use of art and technology.	Publish and/or present final products in a variety of ways.		X		<ul style="list-style-type: none"> Publishing/ Presenting: publish and present final products in a variety of ways, including the use of art and technology and they share writing with peers and others.

CT Framework Standard 4: English Language Conventions

Overarching Idea: Students apply the conventions of Standard English in oral and written communication.

Essential Question: *How do we use the English language appropriately to speak and write?*

4.1 Students use knowledge of their language and culture to improve competency in English.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 1 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Read, listen to and tell stories from a variety of cultures, and identify the similarities and differences in the way language is used. (C1)	Read, listen to and tell stories from a variety of cultures. Identify similarities and differences in the way language is used.		X		<ul style="list-style-type: none"> Listens to fiction, nonfiction, poetry, drama, rhymes, and songs from a variety of cultures.
b. Recognize and understand variations between language patterns used in their homes and in school.	Use Standard English. Begin to understand that there are variations among language patterns. Begin to understand when a particular language pattern is appropriate to use in speaking and writing.		X		<ul style="list-style-type: none"> Compares appropriate times to use greetings and farewells used at home and at school (e.g., 'Good morning' to a teacher in the classroom, 'See ya' to other students in the yard). Makes connections between first or home language and school English.

CT Framework Standard 4: English Language Conventions

Overarching Idea: Students apply the conventions of Standard English in oral and written communication.

Essential Question: *How do we use the English language appropriately to speak and write?*

4.2 Students speak and write using standard language structures and diction appropriate to the audience and task.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 1 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Use sentence patterns typical of spoken and written language to produce text. (Editing and Revising)	Use appropriate sentence patterns of spoken and written language to produce text.		X		<ul style="list-style-type: none"> Use appropriate English syntax for simple sentences (may inappropriately use plural and past tense). Speak in complete sentences to communicate a message.
b. Use appropriate language as related to audience. (Editing and Revising)	Use appropriate language as related to audience.		X		<ul style="list-style-type: none"> Use vocabulary that is accurate and reasonably specific. Use appropriate elements of diction, inflection, volume and pace. Speaks clearly in class so that all students in the room can hear message.

CT Framework Standard 4: English Language Conventions

Overarching Idea: Students apply the conventions of Standard English in oral and written communication.

Essential Question: *How do we use the English language appropriately to speak and write?*

4.3 Students use Standard English.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 1 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
a. Recognize the difference between Standard and Non-Standard English and use language appropriately. (Editing and Revising)	Recognize the difference between Standard and Non-Standard English and use language appropriately.		X		<ul style="list-style-type: none"> Begin to use Standard English when speaking in school. ("at school language").
b. Demonstrate proficient use of proper mechanics, usage and spelling skills that are grade-level appropriate. (Editing and Revising)	Demonstrate proficient use of proper mechanics, usage and spelling skills that are grade-level appropriate.		X		<ul style="list-style-type: none"> Use periods and question marks. Identify nouns, verbs, and adjectives. Use simple singular and plural nouns (e.g., mouse/mice, girl/girls). Use capital letters: first word in a sentence; names of people; pronoun I; days of the week; months of the year. Spell high frequency words. Use spelling approximations including beginning, middle, and ending sounds. Use conventional spelling for some common words: onset and rime. (e.g., bat, cat, fat); short vowel patterns (e.g., hat, pet, sip); blends (e.g., br, st, tr); digraphs (e.g., sh, th, ch) and long vowel silent e (e.g., make, like).

4.3 Students use Standard English.

Students will:

CT LA Framework/ <i>CMT Strand</i>	Mansfield Grade 1 Curriculum Objectives	<i>I</i>	<i>T</i>	<i>R</i>	Instructional Focus
b. Demonstrate proficient use of proper mechanics, usage and spelling skills that are grade-level appropriate. (continued)	Demonstrate proficient use of proper mechanics, usage and spelling skills that are grade-level appropriate. (continued)		X		<ul style="list-style-type: none"> ▪ Legibly and accurately print upper and lowercase letters when writing. ▪ Use proper spacing between words.
c. Begin to use resources for proofreading and editing. (Editing and Revising)	Begin to use resources for proofreading and editing.				<ul style="list-style-type: none"> ▪ Editing: edit drafts for errors in beginning capitalization and ending punctuation, and use a simple checklist for editing.